hold the exclusive privilege of teaching, and that they should be under an oath.

We must succeed in making our young men neither too bigoted nor too sceptical; they should be in harmony with the conditions of the nation arid of civilization.

My usual reading after going to bed is in the old Chronicles of the 3d, 4th, 5th, and 6th centuries; I either read them or have them translated to me. Nothing is more curious, and so little known, as the transition from the ancient states to the new ones that arose on their ruins. The Governments had little to do with education in Western Kurope, especially under Christianity, because the clergy were intrusted with it. The (Governments of the East, however, were much concerned with the matter, especially before the advent of Christianity.

If the kings of France have neglected education, is that a reason for following their example, in view of our ambition of doing better than they did ? Emerging from the fog of ignorance hand in hand with the clergy, they found the rudiments of public instruction in existence, and were obliged to leave things to the Power at their «id<».

I want the members of the teaching body to take, not a religious vow as was the ease formerly, but to enter into a civil contract before a notary or justice of the jwtwe. They will embrace Public Instruction EH their predecessors embraced the Church, with the difference that their engagement will be less sacred, and lens binding; I wish, however, that some ceremonial may be put into the matter, even if it taken another name,

£7th. I am willing that the head of the Bank should b* called Governor if that pleases him, IKH-HUW titles eo«t